

# PSHE Subject Policy

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### Policy Monitoring, Evaluation and Review

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## Together We Make a Positive Difference

### ENTHUSIASM

Offering a knowledge-rich, culturally inclusive, exciting curriculum that breeds enthusiasm for learning.

### KINDNESS

Giving pupils the steps to succeed, respect others, work collaboratively and become kind, inclusive members of society.

### RESPONSIBILITY

Teaching pupils to become responsible citizens to themselves, their families, the school, the community and the wider world.

### RESILIENCE

Allowing pupils to make mistakes, the opportunity to adapt to change and build resilience to overcome adversity.

### COURAGE

Providing the occasion for pupils to push boundaries, challenge their world view and be courageous in their decision making.

### CURIOSITY

Fostering a culture of curious questioning, independent research, self-led learning and discovery through exploration.

## PSHE Intent



The curriculum is enriched with visitors and trips: police, fire service, nurse.

Pupils accept and celebrate their differences through weekly Collective Worship themes.

Pupils learn how to become responsible global citizens.

Pupils are taught how to avoid peer-pressure and contextual safeguarding: knife crime, gangs, drugs.

Pupils are expected to express their views and opinions.

Pupils are encouraged to ask questions and conduct independent research.

The curriculum is tailored to the unique needs of our pupils.

Pupils learn about the 9 protective characteristics through Everyone's Welcome.

The curriculum is proactive and responsive to the needs of the community and wider world.

Pupils learn strategies to support their mental health: yoga, mindfulness.

Pupils are given opportunities to debate topics and have differing views.

Pupils are expected to listen to and respect the views of others.

Floor books allow pupils to express themselves and capture their ideas in creative and unique ways.

Parents are supported in safeguarding their children online and in the wider community.

Pupils are taught about healthy relationships, living in the wider world, and health and well-being through a progressive curriculum.

Pupils are prepared for changes in their physical and mental development as they transition to secondary school.

Pupils are empowered to respectfully stand up for themselves and others.





Pupils explore their own thoughts and feelings on wide range of topics.

# PSHE








## Purpose of Study:

At Fosse Mead Primary Academy, our vision for Personal, Social, Health, and Economic (PSHE) education is to nurture happy, confident, and caring children who develop the essential knowledge, skills, and attitudes that empower them to make positive contributions to society. We aim to create a supportive and inclusive environment where every child feels valued, safe, and empowered to contribute positively to their school and wider community. We aim for our bespoke PSHE program to provide a comprehensive and engaging curriculum that addresses the diverse needs of our students. Our curriculum has been purposefully constructed to equip our students with the appropriate toolkit to understand and manage the social and economic issues they face in their everyday lives, allowing them to make sensible and appropriate choices that shape their character and prepare them to play active roles as citizens now and in the future.






Our PSHE curriculum is underpinned by our core school values of Enthusiasm, Kindness, Responsibility, Resilience, Courage and Curiosity and through a holistic approach, we aim to:








-  **Promote Health and Wellbeing:** equip children with the knowledge and skills to understand and manage their physical, mental, and emotional health, fostering lifelong healthy habits.
-  **Develop Social and Emotional Skills:** help children develop key social and emotional skills such as empathy, self-awareness, resilience, and cooperation.
-  **Prepare for Future Success:** lay the foundation for future learning by teaching essential life skills and encouraging a positive attitude towards learning and personal growth.
-  **Encourage Active Citizenship:** instil a sense of community, responsibility, and respect for others, encouraging children to be kind, helpful, and active members of their communities.










## KS1 pupils should be taught:

-  To know what being cared for feels like, how to make friends and manage conflict when friendships break down.
-  To recognise and understand the need for personal space and know what to do and who to tell if something or someone makes them feel uncomfortable.
-  To respect themselves and others and recognise how behaviours can impact others.
-  To be polite and respectful and work together cooperatively.
-  To understand what it feels like to belong to a group.
-  To understand there are rules and they have a responsibility to care for the environment and other people.
-  To understand how to use the internet safely and know who to tell if they encounter anything that makes them feel uncomfortable.

## KS2 pupils should be taught:

-  To recognise what makes a family, how to manage friendships and peer influence and what it means to have a romantic relationship.
-  To respect personal boundaries, to resist and manage pressure and understand the importance of consent in different situations.
-  To respond respectfully to a wide range of people, recognising prejudice and discrimination and be able to express an opinion whilst being respectful of other's points of view.
-  To understand the value of rules and laws, rights and responsibilities and to value diversity, challenging discrimination and stereotypes.
-  To recognise different media types, their role and impact and be able to evaluate media sources and keep themselves safe online.

-  To know that people have strengths, interests and different jobs in the community.
-  To understand how to look after money.
-  To know what keeps them healthy both physically and mentally and be able to understand and manage their feelings and be able to ask for help.
-  To understand what makes them unique, how to manage their feelings and be able to talk about changes as they grow older.
-  To name body parts.
-  To understand how rules and age restrictions help us stay safe.
-  To know how to identify risks and stay safe at home and in emergencies.

-  To recognise job stereotypes and set their own personal goals and aspirations for a career choice.
-  To understand how money is made and to be able to make sensible decisions about spending or saving money.
-  To be able to make sensible choices and establish healthy habits in order to maintain a balanced lifestyle.
-  To understand how vaccinations, immunisations and medicines can contribute to physical health.
-  To recognise what affects mental health and know ways to manage it.
-  To understand that their bodies go through physical and emotional changes and know ways to manage them and who to ask for support.
-  To understand how humans reproduce and give birth.
-  To recognise risks and hazards in the environment, including medicines, household products and drugs.
-  To be able to keep themselves safe in different situations, including responding to emergencies.

# Progression of Knowledge and Skills for PSHE

Relationships		Living in the wider world			Health and wellbeing		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships</b>							
<p><b>Families and friendships</b></p> <p>CW belonging* CW conflict (hurtful behaviour)*</p> <p>*coloured text indicates this objective is taught through collective worship sessions and does not need to be repeated</p>	<p>I can talk about members of my immediate family.</p> <p>I can name and describe people who are familiar to me.</p> <p>I can consider the feelings of others.</p>	<p>I know who cares for me e.g. parents, siblings, grandparents, relatives, friends, teachers.</p> <p>I know the roles these different people play and how they care for me e.g. single parents, same- sex parents.</p> <p>I know what it means to be a family and how families are different.</p> <p>I know who to tell if I have a worry.</p>	<p>I know how to be a good friend e.g. kindness, honesty, listening.</p> <p>I know ways to meet and makes friends.</p> <p>I know how to play positively with friends e.g. joining in, including others, taking turns.</p> <p>I know how to resolve arguments positively.</p> <p>I can ask for help if I feel lonely or unhappy.</p> <p>I can help someone else.</p>	<p>I know and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.</p> <p>I know that being part of a family provides support, stability and love.</p> <p>I know the positive aspects of being a family, such as spending time together and caring for each other.</p> <p>I can identify if/when something in a family might make someone upset or worried.</p> <p>I know what to do and who to tell if family relationships are</p>	<p>I know the features of positive healthy friendships such as mutual respect, trust and sharing interests.</p> <p>I know strategies to build positive friendships.</p> <p>I know how to seek support with relationships if I feel lonely or excluded.</p> <p>I can communicate respectfully with friends when using digital devices.</p> <p>I know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone I don't know.</p> <p>I know what to do or whom to tell if I am</p>	<p>I know what makes a healthy friendship and how to make people feel included.</p> <p>I know that it is common for friendships to experience challenges and strategies to positively resolve disputes and reconcile differences.</p> <p>I can recognise if a friendship is making me feel unsafe, worried or uncomfortable and can seek support.</p> <p>I know about peer influence and how it can make people feel or behave.</p> <p>I know strategies to manage peer influence and the need for peer approval e.g. exit</p>	<p>I know that there are different kinds of loving relationships e.g. any gender, ethnicity or faith.</p> <p>I know about the qualities of healthy relationships that help individuals flourish.</p> <p>I know the difference between gender identity and sexual orientation and everyone's right to be loved.</p> <p>I know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults.</p> <p>I know that people have the right to choose whom they marry or whether to get married.</p>

				making me feel worried.	worried about any contact online.	strategies, assertive communication.	I know that to force anyone into marriage is illegal. I know how and where to report forced marriage or ask for help if I am worried.
<b>Safe relationships</b> CW Antibullying CW Pants CW Safer internet day CW personal boundaries	I can build constructive and respectful relationships.	I can recognise situations when someone's body or feelings might be hurt and whom to go to for help.  I know what it means to keep something private, including parts of the body that are private.  I can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches).  I know how to respond if being touched makes me feel uncomfortable or unsafe.  I know when it is important to ask for permission to touch others.  I know how to ask for and give/not give permission.	I know how to recognise hurtful behaviour, including online and what to do to get help.  I know what bullying is and different types of bullying.  I can understand how someone may feel if they are being bullied.  I can recognise the difference between happy surprises and secrets that make me feel uncomfortable or worried, and how to get help.  I know how to resist pressure to do something that feels uncomfortable or unsafe.  I know how to ask for help if I feel unsafe or worried and what vocabulary to use.	I know what is appropriate to share with friends, classmates, family and wider social groups including online.  I know about what privacy and personal boundaries are, including online.  I know that bullying and hurtful behaviour is unacceptable in any situation.  I know about the effects and consequences of bullying for the people involved.  I know about bullying online, and the similarities and differences to face-to-face bullying.  I know what to do and whom to tell if I see or experience bullying or hurtful behaviour.	I can differentiate between playful teasing, hurtful behaviour and bullying, including online.  I know how to respond if I witness or experience hurtful behaviour or bullying, including online.  I can recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable  I know how to manage pressures associated with dares.  I know when it is right to keep or break a confidence or share a secret.  I know how to report concerns and seek help if worried or	I can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.  I know how to ask for, give and not give permission for physical contact.  I know that it is never someone's fault if they have experienced unacceptable contact.  I know how to respond to unwanted or unacceptable physical contact.  I know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade me to keep a secret I am worried about.  I know whom to tell if they are concerned	I can compare the features of a healthy and unhealthy friendship.  I can use strategies to respond to pressure from friends including online.  I can assess the risk of different online 'challenges' and 'dares'.  I can recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable.  I know how to get advice and report concerns about personal safety, including online.  I know what consent means and how to seek and give/not give permission in different situations.

<p><b>Respecting ourselves and others</b>  CW belonging  CW respect and diversity</p>	<p>I can express my own feelings and consider the feelings of others.</p> <p>I can identify and moderate my own feelings socially and emotionally.</p> <p>I can think about the perspectives of others.</p>	<p>I know what kind and unkind behaviour means in and out school.</p> <p>I know how kind and unkind behaviour can make people feel.</p> <p>I know what respect means.</p> <p>I know about and I can follow class rules, being polite to others, sharing and taking turns.</p>	<p>I can recognise the things I have in common with my friends, classmates, and other people.</p> <p>I know how friends can have both similarities and differences.</p> <p>I can play and work cooperatively in different groups and situations.</p> <p>I can share my ideas and listen to others, take part in discussions, and give reasons for my views.</p>	<p>I can recognise respectful behaviours e.g. helping or including others, being responsible.</p> <p>I can model respectful behaviour in different situations e.g. at home, at school, online.</p> <p>I know the importance of self-respect and my right to be treated respectfully by others.</p> <p>I know what it means to treat others, and be treated, politely.</p> <p>I know the ways in which people show respect and courtesy in different cultures and in wider society.</p>	<p>uncomfortable about someone's behaviour, including online.</p> <p>I can recognise differences between people such as gender, race, faith.</p> <p>I can recognise what I have in common with others e.g. shared values, likes and dislikes, aspirations.</p> <p>I know about the importance of respecting the differences and similarities between people.</p> <p>I can use vocabulary to sensitively discuss difference and include everyone.</p>	<p>about unwanted physical contact.</p> <p>I can recognise that everyone should be treated equally.</p> <p>I know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own.</p> <p>I know what discrimination means and I can recognise different types of discrimination e.g. racism, sexism, homophobia.</p> <p>I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment.</p>	<p>I know the link between values and behaviour and how to be a positive role model.</p> <p>I can discuss issues respectfully.</p> <p>I can listen to and respect other points of view.</p> <p>I know how to constructively challenge points of view I disagree with.</p> <p>I can participate effectively in discussions online and know how to manage conflict or disagreements.</p>
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## Living in the Wider World

<p><b>Belonging to a community</b> CW belonging CW not the same but different</p>	<p>I can talk about members of the community e.g. police, doctors, nurses, firefighters.</p> <p>I know I am a valuable individual in my community.</p>	<p>I know examples of rules in different situations, e.g. class rules, rules at home, rules outside.</p> <p>I know that different people have different needs.</p> <p>I know how we care for people, animals and other living things in different ways.</p> <p>I can look after the environment, e.g. recycling.</p>	<p>I can be part of different groups, and I know the role I play in these groups e.g. class, teams, faith groups.</p> <p>I know the different rights and responsibilities that I have in school and the wider community.</p> <p>I know how a community can help people from different groups to feel included.</p> <p>I can recognise that we are all equal, and ways in which we are the same and different to others in our community.</p>	<p>I know the reasons for rules and laws in wider society.</p> <p>I know the importance of abiding by the law and what might happen if rules and laws are broken.</p> <p>I know what human rights are and how they protect people.</p> <p>I can identify basic examples of human rights including the rights of children.</p> <p>I know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.</p>	<p>I know the meaning and benefits of living in a community.</p> <p>I can recognise that I belong to different communities as well as the school community.</p> <p>I know the different groups that make up and contribute to a community.</p> <p>I know the individuals and groups that help the local community, including through volunteering and work.</p> <p>I can show compassion towards others in need and the shared responsibilities of caring for them.</p>	<p>I know the importance of protecting the environment and how everyday actions can either support or damage it.</p> <p>I know how to show compassion for the environment, animals and other living things.</p> <p>I can express my own opinions about my responsibility towards the environment.</p>	<p>I can differentiate between prejudice and discrimination.</p> <p>I can recognise acts of discrimination and prejudice.</p> <p>I know strategies to safely respond to and challenge discrimination.</p> <p>I can recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.</p> <p>I know how stereotypes are perpetuated and how to challenge this.</p>
<p><b>Money and work</b> CW jobs and stereotypes</p>	<p>I can talk about the jobs people have in my community.</p>	<p>I know that everyone has different strengths, in and out of school.</p> <p>I know that there are different jobs and the work people do.</p> <p>I know how different strengths and interests</p>	<p>I know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments.</p> <p>I know about earning, saving and spending money.</p>	<p>I know jobs that people may have from different sectors e.g. teachers, businesspeople, charity work.</p> <p>I know common misconceptions and gender stereotypes related to work and can challenge them.</p>	<p>I know people make different spending decisions based on their budget, values and needs.</p> <p>I know how to keep track of money and why it is important to know how much is being spent.</p>	<p>I can identify jobs that I might like to do in the future.</p> <p>I know the role ambition can play in achieving a future career.</p> <p>I know what might influence people's</p>	<p>I know the role that money plays in people's lives, attitudes towards it and what influences decisions about money.</p> <p>I can judge if something is value for money.</p> <p>I know companies encourage customers to</p>

		<p>are needed to do different jobs.</p>	<p>I can recognise the difference between needs and wants.</p> <p>I know how people make choices about spending money, including thinking about needs and wants.</p>	<p>I know some of the skills needed to do a job, such as teamwork and decision-making.</p> <p>I can recognise my interests, skills and achievements and how these might link to future jobs.</p> <p>I can set goals that I would like to achieve this year e.g. learn a new hobby.</p>	<p>I know different ways to pay for things such as cash, cards, e-payment and the reasons for using them.</p> <p>I know how people spend money can have positive or negative effects on others e.g. charities, single use plastics.</p>	<p>decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values.</p> <p>I know that there is a variety of routes into work e.g. college, apprenticeships, university, training.</p>	<p>buy things and why it is important to be a critical consumer.</p> <p>I know common risks associated with money, including debt, fraud and gambling and can ask for help if needed.</p> <p>I know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk.</p>
<p><b>Media literacy and digital resilience</b></p>	<p>This strand is taught through Project Evolve and has a separate curriculum – See Pages 16 -24</p>						

# Health and Wellbeing

<p><b>Physical health and mental wellbeing</b>          CW Hygiene &amp; healthy teeth/dentist          CW mental health &amp; mental health week          CW Healthy eating and fitness</p>	<p>I can manage my own needs regarding my personal hygiene.</p> <p>I know and can talk about the different factors that support my overall health and well-being:</p> <ul style="list-style-type: none"> <li>• Regular exercise</li> <li>• Healthy eating</li> <li>• Tooth brushing</li> <li>• Sensible amounts of screen time</li> <li>• Having a good sleep routine</li> </ul>	<p>I what it means to be healthy and why it is important.</p> <p>I know ways to take care of myself daily and can use basic hygiene routines, e.g. hand washing.</p> <p>I know how physical activity keeps people healthy.</p> <p>I know different types of play, including balancing indoor, outdoor and screen-based play.</p> <p>I know who can help me to stay healthy, such as parents, doctors, nurses, dentists, teachers.</p> <p>I can keep safe in the sun.</p>	<p>I know routines and habits for maintaining good physical and mental health.</p> <p>I know why sleep and rest are important for growing and keeping healthy.</p> <p>I know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</p> <p>I know importance of, and routines for, brushing teeth and visiting the dentist.</p> <p>I know which food and drink affect dental health.</p> <p>I know ways to feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others.</p> <p>I can ask for help, and know how to help others, with their feelings.</p>	<p>I know the choices that people make in daily life that could affect their health.</p> <p>I can identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>I know what habits are and how they can be maintained, changed or stopped.</p> <p>I know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.</p> <p>I know that regular exercise such as walking or cycling has positive benefits for their mental and physical health.</p> <p>I can identify some of the different ways people express feelings e.g. words, actions, body language.</p>	<p>I can identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally.</p> <p>I know what good physical health means and how to recognise early signs of physical illness.</p> <p>I know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary.</p> <p>I know how to maintain oral hygiene and dental health, including how to brush and floss correctly.</p> <p>I know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.</p>	<p>I know how sleep contributes to a healthy lifestyle.</p> <p>I know healthy sleep strategies and how to maintain them.</p> <p>I know the benefits of being outdoors and in the sun for physical and mental health.</p> <p>I know how to manage risk in relation to sun exposure, including skin damage and heat stroke.</p> <p>I know how medicines can contribute to health and how allergies can be managed.</p> <p>I know about the process of grieving and how grief can be expressed.</p> <p>I know strategies that can help someone cope with the feelings associated with change or loss.</p> <p>I can ask for help and support with loss, grief</p>	<p>I know that mental health is just as important as physical health and that both need looking after.</p> <p>I know that negative experiences such as being bullied or feeling lonely can affect mental wellbeing.</p> <p>I can use positive strategies for managing feelings.</p> <p>I can identify where others and I can ask for help and support with mental wellbeing in and outside school.</p> <p>I know how balancing time online with other activities helps to maintain my health and wellbeing.</p> <p>I know strategies to manage time spent online and foster positive habits e.g. switching phone off at night.</p> <p>I know that some diseases can be</p>
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						or other aspects of change.	prevented by vaccinations and immunisations. I know bacteria and viruses can affect health.  I know I can prevent the spread of bacteria and viruses with everyday hygiene routines.  I can recognise the shared responsibility of keeping a clean environment.
<b>Growing and changing (SRE)</b>	I can see myself as a valuable individual.	I can recognise what makes me special and unique including my likes, dislikes and what I am good at.  I know how to manage and whom to tell when finding things difficult, or when things go wrong.  I know how I am the same and different to others, including knowing the difference between boys and girls.  I know different kinds of feelings and how to recognise feelings in myself and others.	I know the stages of the human life cycle and how people grow from young to old.  I know how our needs and bodies change as we grow up.  I can identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)  I know people change as they grow up, including new opportunities and responsibilities.  I can prepare myself to move to a new class	I know that everyone is an individual and has unique and valuable contributions to make.  I can recognise how strengths and interests form part of a person's identity.  I know how to identify my own personal strengths and interests and what I am proud of (in school, out of school).  I can recognise common challenges to self-worth e.g. finding schoolwork difficult, friendship issues and overcome them.	I know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes.  I know that for some people their gender identity does not correspond with their biological sex.  I know how to recognise, respect and express my individuality and personal qualities.  I know ways to boost my mood and improve emotional wellbeing.	I know about the physical and emotional changes during puberty.  I know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.  I know strategies to manage the changes during puberty including menstruation.  I know the importance of personal hygiene routines during puberty including washing regularly, washing clothes and using deodorant.	I can recognise some of the changes as I grow up e.g. increasing independence.  I know what being more independent might be like, including how it may feel.  I know about the transition to secondary school and how this may affect my feelings and relationships.  I know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school.

		I know feelings can affect how people behave.	and set goals for next year.	I know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what I can learn from a setback, remembering what I am good at, trying again.	I know about the link between participating in interests, hobbies and community groups and mental wellbeing.	I know how to discuss the challenges of puberty with a trusted adult.  I know how to get information, help and advice about puberty.	I can identify the links between love, committed relationships and conception.  I know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.  I know the responsibilities of being a parent or carer and how having a baby changes someone's life.
<b>Keeping safe</b>	I know and can talk about the different factors that support my overall health and well-being: <ul style="list-style-type: none"> <li>Being a safe pedestrian</li> </ul>	I know how rules can help to keep us safe.  I know why some things have age restrictions, e.g. TV and film, games, toys or play areas.  <i>I know basic rules for keeping safe online.</i>  <i>I know whom to tell if I see something online that makes me feel unhappy, worried, or scared.</i>	I can identify potential unsafe situations, who is responsible for keeping me safe in these situations, and steps I can take to avoid or remove myself from danger.  I know how to help keep myself safe at home in relation to electrical appliances, fire safety and medicines/household products.  I know how to respond if there is an accident, and someone is hurt.	I know how to identify typical hazards at home and in school.  I know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen.  I know about fire safety at home including the need for smoke alarms.  I know how to help keep myself safe in the local environment or unfamiliar places, including road, rail,	I know the importance of taking medicines correctly and using household products safely.  I can recognise what is meant by a 'drug'.  I know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing.  I can identify some of the effects and risks related to different drugs and that all drugs,	I know identify when situations are becoming risky, unsafe or an emergency.  I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour.  I know how to deal with common injuries using basic first aid techniques.  I know how to respond in an emergency, including when and	Project Chameleon:  I know that my choices have consequences.  I know the laws and impact of burglary, robbery and theft.  I know the laws and impact of vehicle crime and road safety.  I know the impact of anti-social behaviour.  I know the laws, impact and effects of drugs.  I know the impact of domestic violence.

			<p>I know whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.</p>	<p>water and firework safety.</p>	<p>including medicines, may have side effects.</p> <p>I know that for some people using drugs can become a habit which is difficult to break.</p> <p>I can ask for help or advice.</p>	<p>how to contact different emergency services.</p> <p>I know that female genital mutilation (FGM) is against British law.</p> <p>I know what to do if I think myself or others are at risk of FGM.</p>	<p>I know the laws and impact of self-defence and aggression.</p> <p>I know the impact of getting arrested.</p> <p>I know the impact of racism.</p> <p>I know the laws and impact of using weapons.</p>
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## Progression of Knowledge and Skills for Online Safety – Project Evolve

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Self-Image and Identity</b>	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can recognise that there may be people online who could make someone feel sad, embarrassed, or upset.  I know what to do if something happens that makes me feel sad, worried, uncomfortable, or frightened and I can give examples of when and how to speak to an adult I can trust and how they can help.	I can explain how other people may look and act differently online and offline.  I can give examples of issues online that might make someone feel sad, worried, uncomfortable, or frightened. I can give examples of how they might get help.	I can explain what is meant by the term identity.  I can explain how people can represent themselves in different ways online.  I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using and avatar; social media) and why.	I can explain how my online identity can be different to my offline identity.  I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.  I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can explain how identity online can be copied, modified, or altered.  I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture, and other groups, and explain why it is important to challenge and reject inappropriate representations online.  I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both online and offline.  I can explain the importance of asking until I get the help I need.
<b>Online Relationships</b>	I can recognise some ways in which the internet can be used to communicate.	I can give examples of when I should ask permission to do something online and explain why this is important.	I can give examples of how someone might use technology to communicate with others they don't know online and explain why	I can describe ways people who have similar interests can get together online.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g.	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).	I can explain how sharing something online may have an impact either positively or negatively.

	<p>I can give examples of how I (might) use technology to communicate with people I know.</p>	<p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>this might be risky. (e.g. email, online gaming, a pen pal on another school/country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p>	<p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', any why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their minds about trusting someone if they feel nervous, uncomfortable, or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as</p>	<p>livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</p>	<p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.</p> <p>I can describe some of the ways people may be involved on online communities and I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p>	<p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>
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			I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	sharing offline e.g. sharing images and videos.			
<b>Online Reputation</b>	I can identify ways that I can put information on the internet.	I can recognise that information can stay online and could be copied.  I can describe what information I should not put online without asking a trusted adult first.	I can explain how information put online about someone can last for a long time.  I can describe how anyone's online information could be seen by others.  I know who to talk to if something has been put online without consent or if it is incorrect.	I can explain how to search for information about others online.  I can give examples of what anyone may or may not be willing to share about themselves online.  I can explain the need to be careful before sharing anything personal.  I can explain who someone can ask if they are unsure about putting something online.	I can describe how to find out information about others by searching online.  I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can search for information about an individual online and summarise the information found.  I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can explain the ways in which anyone can develop a positive online reputation.  I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
<b>Online Bullying</b>	I can describe ways that some people can be unkind online.  I can offer examples of how this can make others feel.	I can describe how to behave online in ways that do not upset others and can give examples.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.  I can explain why anyone who experiences bullying is not to blame.  I can talk about how anyone experiencing bullying can get help.	I can describe appropriate ways to behave towards other people online and why this is important.  I can give examples of how bullying behaviour could appear online and how someone can get support.	I can recognise when someone is upset, hurt or angry online.  I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).  I can explain why people need to think carefully about how content they post	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.  I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.  I can explain how someone would report online bullying in different contexts.

					<p>might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	
<p><b>Managing Online Information</b></p>	<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p>	<p>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p> <p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p>	<p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be</p>	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p>	<p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>I can describe how to search for information within a wide group of technologies and make</p>	<p>I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.</p> <p>I can explain how some technology can limit the information I am presented with.</p> <p>I can explain what is meant by 'being sceptical'; I can give</p>	<p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p>

		<p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>	<p>examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>I can identify ways the internet can draw us to different agendas, e.g. website notifications, pop-ups, targeted ads</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>I can explain what is meant by the term 'stereotype', how</p>	<p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>I understand the concept of persuasive design and how it can be used to influences peoples' choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>I can explain how companies and news providers target people</p>
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						<p>'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p>	<p>with online news stories they are more likely to engage with and how to recognise this.</p> <p>I can describe the difference between online misinformation and dis-information.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content.</p>
<p><b>Health, Well-being and Lifestyle</b></p>	<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules</p>	<p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>I can explain why some online activities have</p>	<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology e.g.</p>	<p>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p>

				age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	I can suggest strategies to help with limiting this time.	I can recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.  I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.	I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).  I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
<b>Privacy and Security</b>	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).  I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	I can explain how passwords are used to protect information, accounts and devices.  I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).  I can explain why it is important to always ask a trusted adult before sharing any personal information online,	I can explain how passwords can be used to protect information, accounts and devices.  I can explain and give examples of what is meant by 'private' and 'keeping things private'.  I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	I can describe simple strategies for creating and keeping passwords private.  I can give reasons why someone should only share information with people they choose to and can trust.  I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	I can describe strategies for keeping personal information private, depending on context.  I can explain that internet use is never fully private and is monitored, e.g. adult supervision.  I can describe how some online services may seek consent to store information about me; I know how to respond	I can explain what a strong password is and demonstrate how to create one.  I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.  I can explain what app permissions are and	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).  I can explain what to do if a password is shared, lost or stolen.  I can describe how and why people should keep their software and apps up to date, e.g. auto updates.

		<p>belonging to myself or others.</p>	<p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>appropriately and who I can ask if I am not sure.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>can give some examples.</p>	<p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p>
<p><b>Copyright and Ownership</b></p>	<p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>	<p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does</p>	<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>	<p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>	<p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>

		not belong to me even if I save a copy.					
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## Units of Study & Everyone's Welcome books

Units of Study & Everyone's Welcome books								
Relationships			Living in the Wider World			Health and wellbeing		
	Autumn		Spring			Summer 1	Summer 2	
<b>EYFS</b>	Belonging to a Community F2 EW red rockets and rainbow jelly	Families and friendships F1 EW Family and me! F2 EW All families are different	Growing and changing F2 EW You choose	Safe Relationships F1 EW Want to play trucks? F2 EW Hello hello	Physical health and mental wellbeing	Respecting ourselves and others F1 EW Elmer F2 EW blue chameleon	Money and work	Keeping Safe F2 EW Mommy, Mamma and me
<b>Year 1</b>	Belonging to a Community EW Max the champion	Families and friendships EW Hair, it's a family affair	Growing and changing EW My world, your world.	Safe Relationships EW That's not my name!	Physical health and mental wellbeing	Respecting ourselves and others EW going to the volcano	Money and work EW Errol's garden	Keeping Safe
<b>Year 2</b>	Belonging to a Community EW can I join your club?	Families and friendships EW the great big book of families	Growing and changing EW The proudest blue	Safe Relationships EW What the jackdaw saw	Physical health and mental wellbeing	Respecting ourselves and others EW Amazing!	Money and work	Keeping Safe EW How to be a lion
<b>Year 3</b>	Belonging to a Community EW we're all wonders	Families and friendships EW Our house	Growing and changing EW The Huey's in the new jumper	Safe Relationships EW Beegu	Physical health and mental wellbeing	Respecting ourselves and others EW The truth about old people	Money and work EW Big Bob, Little Bob	Keeping Safe



<b>Year 4</b>	Belonging to a Community EW along came a different	Families and friendships EW Shine	Growing and changing EW Julian is a mermaid	Safe Relationships EW King and king	Physical health and mental wellbeing (teeth)	Respecting ourselves and others EW Dogs don't do ballet	Money and work	Keeping Safe EW Red a crayon's story
<b>Year 5</b>	Belonging to a Community EW How to heal a broken wing	Families and friendships EW a And Tango makes 3	Growing and changing EW The girls / The boys	Safe Relationships EW Mixed	Physical health and mental wellbeing	Respecting ourselves and others EW King of the sky	Money and work	Keeping Safe EW Kenny lives with Erica and Martina
<b>Year 6</b>	Belonging to a Community EW The island	Families and friendships EW A day in the life of Marlon Bundo	Growing and changing Developing Dignity EW My princess boy	Safe Relationships EW Leaf	Physical health and mental wellbeing	Respecting ourselves and others EW The only way is badger	Money and work	Keeping Safe Project Chameleon EW Dreams of freedom

## Enrichment

- Warning Zone (Year 6)
- Developing Dignity (Year 6)
- YP Project
- Police
- Fire Service
- Dementia Awareness
- Teddy Bear's Hospital (EYFS/Year1)
- Project Chameleon (Year 6)
- Relate
- YP project and the Jenkins Centre
- Bike ability
- Lego Discover – collaborative learning program (LCFC)
- Forest schools
- Nutrition4youngsters
- Rock Kids
- Healthy Lifestyles for KS1
- Woodgate Playground

## Extra-curricular

- Primary Leadership Team
- Eco-club
- Junior Leaders – librarians, premises officers, lunchtime supervisors

## **Implementation:**

Fosse Mead Primary Academy's curriculum has a thematic approach to PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year. Our Collective Worship lessons also consolidate and build upon these core themes. Our media literacy and digital resilience strand is taught through Project Evolve and has a separate curriculum.

This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of being responsive to changing needs of our children. The topic areas are adapted to meet pupils' stage of development and needs and also reflect the context of our school and local community. Whole-School Initiatives, school-wide activities, assemblies, special visitors and events, enhance and reinforce our PSHE principles in a fun and engaging way. We are committed to the continuous evaluation and improvement of our PSHE program to ensure it remains relevant, effective, and responsive to the changing needs of our children.





## **SEND**

All children across Fosse Mead Primary Academy receive quality first teaching. Those children who have been identified as having additional needs may require additional strategies and/or resources to enable them to succeed in their learning. These adaptations are considered at a pupil level and will vary dependent on need.

## **Adaptive curriculum**

For children who do not have an age-appropriate level of literacy, Fosse Mead Primary Academy provide an adaptive curriculum. The aim of this is to ensure they have full access to the curriculum and the learning intended within PSHE as a subject. To achieve this, pupil work or outcomes may be recorded differently to their peers.

These adaptations include but are not limited to:

-  Adults scribing pupil voice
-  Recoding discussions as voice files or video
-  Providing hands on resources where possible
-  To use stories and props as a springboard for discussion

## Challenge

Adding challenge for pupils in PSHE, is important as it provides opportunities that push boundaries, deepen understanding, and encourage leadership and critical thinking. Carefully planned questioning can encourage this and other strategies may include, but are not limited to:

- **Advanced Debates:** Engage in complex topics and let students lead discussions.
- **Mentorship:** Facilitate peer mentoring and connect students with community mentors.
- **Leadership Roles:** Assign leadership positions in collaborative projects and school initiatives.
- **Critical Thinking:** Use complex case studies and ethical debates.
- **Goal Setting:** Focus on long-term goals with regular progress reviews.
- **Problem-Solving:** Present global issues and innovation challenges.
- **Complex Topics:** Introduce more advanced social and ethical topics, suitable for their age, that require deeper thinking.
- **Buddy Systems:** Use a buddy system where pupils mentor younger students on basic PSHE topics, fostering empathy and responsibility.

## Equality, diversity and inclusion

Equality, diversity and inclusion are key themes which are taught, discussed and challenged across the PSHE curriculum. Classroom environments create a safe, respectful place to talk about these themes openly. Individuals are valued, similarities and differences celebrated, and different cultures and disabilities and identities are represented through stories, materials and resources provided. Our carefully selected Everyone's Welcome texts provide additional opportunities to explore and discuss these themes within each of the PSHE units across the year. Children are taught to treat everyone respectfully and fairly in order to create an inclusive, respectful learning environment where every student feels valued.

## Health and safety considerations

Fosse Mead Primary Academy takes the health and safety of all pupils and staff seriously. This also includes mental health and wellbeing. Emotional and psychological wellbeing is taught and developed through creating a classroom atmosphere where students feel safe to express themselves without fear of judgment or bullying. Sensitive topics are approached with care, providing a supportive environment, and offering resources for students who may need additional support. Students' privacy and confidentiality is maintained, especially during discussions that involve personal issues.

Our RSE curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Parents are invited to view the materials used each year and SLT are available to discuss any concerns. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE, this must be discussed with the principal as outlined in the RSE policy.

Our robust IT filtering and monitoring system ensures that any online activities or use of technology are safe and secure. Our online safety curriculum, Project Evolve, teaches students about online safety, including privacy, cyberbullying, and digital footprints. We obtain parental consent for activities involving online tools and ensure student data privacy is maintained.

## **Assessment and recording**

Assessment of PSHE will primarily take place through teachers' observations of students' participation in discussions, group activities, and role-plays to gauge their understanding and engagement. Floor books are used to record pupil's reflections on their learning experiences, their emotions, and personal growth. The Collective Worship theme each week is recorded in the floor book. PSHE lessons are not required to be formally recorded in the floor book and can take the form stories, discussions, collaborative work, games, role play and quizzes. However, teacher observations will be recorded on the assessment sheet inside the floor book for each lesson. Pupils working towards and above the expected standard are recorded on the assessment sheet. Orally work can be recorded on iPad and saved in the PSHE evidence folder on the network or tweeted out using the tag #fmPSHE.

PSHE data is collected and analysed at the end of each year and conclusions used to target specific groups or themes that needs additional coverage and support.

## **Monitoring**

Monitoring in PSHE will take place through planned, twice yearly book scrutiny and learning walks. Pupil voice surveys are conducted twice a year and CPOMs data is analyzed termly. Both are used to highlight and identify themes/areas of concern that require further coverage. These themes will then be taught discretely through collective worship or PSHE lessons.